**G8 Summit Location- where next in Canada?**

**Portal: *Geographical Importance/Patterns and Trends***

**Critical Challenge**

**Critical Tasks**

Examine the list of past G8 Summit locations to determine what factors are important in determining which sites have been selected in the past. Create a list of criteria the Summit planners may have used to select the locations.

Create a proposal for the G8 promoting a potential location the next time Canada host the summit.

Overview

In this challenge, students will focus on the logistics of planning an enormously expensive and internationally important political meeting. Students will be asked to collect information about each of the previous G8 Summits and to share their findings with the class. Armed with this information, the students will be asked to uncover commonalities between the locations to determine why the sites were selected. Once the class arrives at a common set of criteria, students will be responsible for selecting the site for the next G\* Summit in Canada, sharing the findings in an official proposal.

**Objectives**

**Broad Understanding**

Students will understand the complexities involved in planning this significant event and the vital role that geography plays in making the correct location decision.

**Requisite tools**

*Background knowledge*

* knowledge of basic Canadian geography
* knowledge of the G8, its purpose and its critics
* knowledge of how to create a persuasive presentation

Criteria for judgment

* criteria for what makes an ideal setting for a G8 Summit (appropriate accommodation, good transportation links, acceptable security conditions)
* criteria for what makes a persuasive report.

*Critical thinking vocabulary*

* Analysis: involves looking more deeply at an issue by breaking it up into its parts and examining detail.
* Conclusion: a decision made by reasoning. A judgment, decision or belief reached after investigation. A firm answer based on several pieces of evidence.
* Reasoned Judgment: a belief or conclusion arrived at through careful thought, reflection, and consideration of evidence in light of criteria.

**Thinking strategies**

* Think Pair Share
* Concept Web

**Habits of Mind**

* **Persistence/Perseverance:** Persists in thinking through problems in a thorough and careful manner
* **Consultative**: Is inclined to seek several sources of information, solicit expert opinion and confer with others.
* **Attentive to Detail**: is careful in attending to detail.

***Suggested Activities***

**Pre-planning**

Having access to library and/or a computer lab will help the research portion of this challenge run more smoothly than relying on students to find appropriate details at home on their own.

**Session One**

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| *Activate prior*  *knowledge* | *Using a concept web, have students individually brainstorm the following scenario: you have been put in charge of selecting a site for this year’s prom. Before you start your search, however, you and the other committee members brainstorm a list of things (criteria) that you are looking for in the perfect venue.*  *Using numbered heads have all the students with like numbers meet at different places in the room to share their ideas. Each group will be asked to choose their three most important criteria in selecting the best location for prom. Have the students prepare a brief, but persuasive, oral presentation for the class that promotes their ideas.*  *As the groups present the teacher should be recording the criteria on the board or on laptop and projector. When all groups have presented try to have the class agree on the four most important criteria for selecting a prom location.*  *At this stage the teacher may also have the class decide which group was the most persuasive in presenting their ideas as the final product for this challenge is creating a persuasive presentation. Point out that the ideal situation involves a persuasive presentation that is also supported by strong, factual arguments.* |
| *Make Inferences-*  *Drawing Conclusions* | *The teacher will distribute a list of the thirty-six G8 Summit locations that identifies only the year, the country and the host city. Using Think-Pair-Share, the teacher will have the students peruse the list of host locations to see what information they can glean from this very limited data set. The students will hopefully make inferences like there is a pattern in host countries; many of the locations are well-known while many others are not; any patterns in the size or notoriety of the host sites (host sites became much smaller and more remote after 2001).* |
| *Assign the list* | *The teacher will assign each student a location that has hosted the G8 Summit in the past. Each will be asked to research the location to gather data that may be relevant to the site being chosen as a host. The purpose of the research is to allow the students to generate a list of criteria that were used to select the host sites.* |

***Opportunity for differentiation:*** *the teacher may assign host locations based on the ease with which the students will find information (London vs. Rambouillet, for example). The teacher may also want to assign locations based on student interest or connection to a site (cultural connection, been there on vacation).*

*In terms of what information should be collected, the teacher may choose mandatory categories of information, may assign a few specific categories and others the students choose, or they can have the class determine what information needs to be collected in order to make more detailed evaluation of the sites. Time is a significant factor in making this decision. If time is tight the teacher may prescribe most or all of the data that needs to be collected.*

**Session two**

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| *Revisit the List* | *When all students have completed their research have the students share the data and try to collate the details to help them create reasoned arguments about what criteria were used to select the host locations of the past G8 Summits. If students were able to select their own research categories, a gap analysis and re-examination of the data may be necessary. Access to a computer lab will allow this process to occur much more easily.* |
| *Determine the criteria* | *The goal for this part of the session is to have the students arrive at a common list of criteria that were used in selecting host locations. It is likely that different criteria may apply for different time periods during the last thirty-six years.*  *At this stage the teacher will introduce the some of the critical voices that oppose the G8 Summits. This will help provide a balance to the lesson but also, hopefully, introduce the idea that security issues are vital in selecting host sites. The teacher may also want to review general information about the G8 like member nations, the role of the group, mission and past accomplishments.* |

**Session three**

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| *Share Canadian Government’s Rationale* | *After having arrived at a list of criteria for selecting past G8 Summit sites, the teacher will share the criteria the Department of Foreign Affairs and International Trade used to deem Huntsville, ON an “excellent site for the event”.*  *Huntsville was chosen based*   * ***on the need for appropriate accommodation and meeting facilities*** * ***on good transportation links, including proximity to major airports*** * ***on acceptable security conditions*** * ***on costs*** * ***on the prospect of minimal disruption for local residents and businesses***   ***The students will then be directed by the teacher to compare their criteria with the criteria used by the Canadian government in selecting Huntsville, to see similarities or differences. Time permitting, the students could use the Huntsville criteria to look at past host locations to see how they match the Canadian government’s rationale.*** |

**Session four**

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| *Select a Canadian Location*  Usha, I don’t know which of these best fits with the ideas of TC2. You can choose☺ | *The teacher will direct students to use the criteria established by the Canadian government to determine what other places in Canada could serve future host location for the G8 Summit.*  *OR*  *The students can use a combination of personal and Canadian government criteria to select a site.*  *OR*  *The teacher can assign a list of prospective sites and the students have to determine the best location for the next Summit on Canadian soil.*  OR  Any combination of the above |

**Session five**

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| *Prepare the product* | *Once the students have arrived at a conclusion they will have to create a persuasive presentation for the Minister of Foreign Affairs and International Trade pitching their choice as the next G8 host location to be held in Canada.*  *In the presentation the students will clearly outline the parameters of their criteria and will explain how their choice best fits the criteria.* |

***Opportunity for differentiation:*** *the teacher can give the students a number of choices with regard to the medium they choose to persuade the Minister. Choice include written report, short promotional video, PowerPoint or Prezi presentation.*

**Assessment for learning**

*Assess the student participation during sharing of criteria and while analysing the list pf host nations.*

*Assess the quality of the research completed on the past G8 Summit hosts.*

**Assessment of learning**

*Assess the quality and specificity of the evidence used to support the choice of location as well as the clarity and professionalism of communication medium and the persuasiveness of the presentation.*

**Resources**

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| ***Name of Resource*** | ***URL*** |
| *G8 Integrated Security Unit (Huntsville, ON)* | *http://www.g8-g20isu.ca/g8/secur-eng.htm* |
| *Muskoka 2010 Canada* | *http://g8.gc.ca/home/* |
| *G8 Hunstville 2010* | <http://www.huntsvilleg8summit.com/> |
| Summit security planners prepare for the worst (The Star June 4, 2010 | <http://www.thestar.com/news/gta/torontog20summit/article/819262--summit-security-planners-prepare-for-the-worst> |
| CBC News In-Depth G8 | http://www.cbc.ca/news/background/g8/ |
| G8 Information Centre -Munk School of Global Affairs | <http://www.g8.utoronto.ca/> |
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